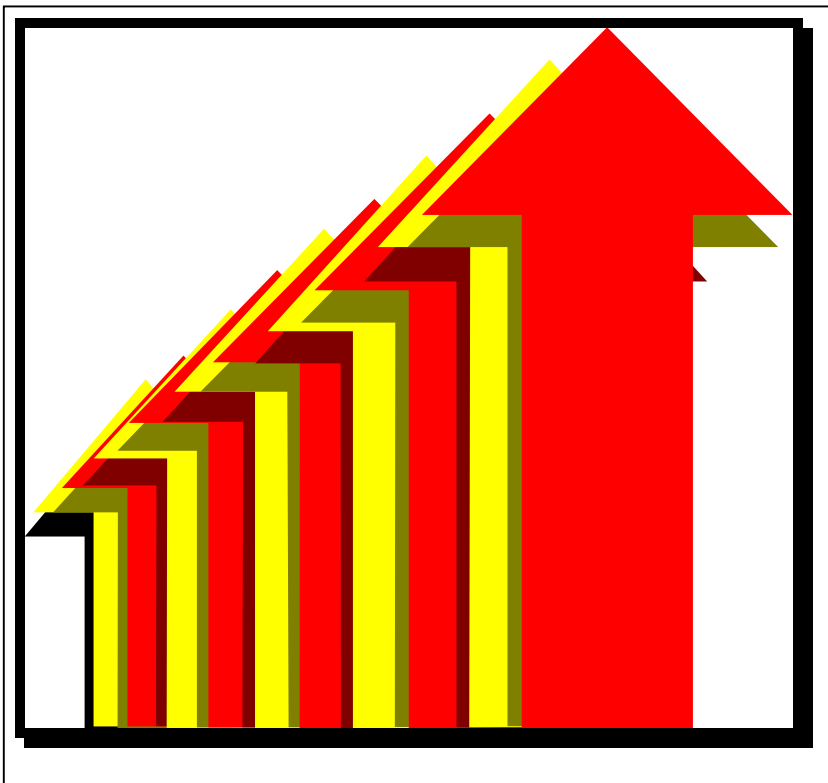


# **Successful Completion of the Primary Program in Kentucky**

**A Guidebook for Primary Educators**



**Kentucky Department of Education  
Division of Extended Learning  
Early Childhood Branch  
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**703 KAR 4:040. Interim methods for verifying successful completion of the primary program.**

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.030 requires the State Board for Elementary and Secondary Education to promulgate an administrative regulation establishing methods for verifying successful completion of the primary school program. **Successful completion must be defined in terms of student achievement of the goals set forth in KRS 158.6451** (Six Goals for Kentucky Students).

**Section 1.** The determinations of successful completion of the primary program shall be made on an individual student basis.

**Section 2.** Ongoing evidence to support the determination shall include teacher observations and anecdotal records, student products or performances, and evidence of student self-reflection or assessment.

**Section 3.** The development of the student exiting the primary program shall be consistent with performance expectations which would support student success in the fourth grade.

**Section 4.** A school team, which includes the parent of the identified child, will consider and recommend the appropriate early or delayed exit for any student in the primary program. Such review will take place at least thirty (30) days before such decision takes effect.

**Section 5.** (1) Consistent with the six (6) learning goals of KRS 158.6451, the following shall be the focus for determining student eligibility to exit the primary program:

- (a) Student expresses himself clearly and effectively in oral and written form;
- (b) Student processes oral and written information as evidenced through listening and reading;
- (c) Student demonstrates confidence in his ability to communicate;
- (d) Student applies mathematical procedures to problem-solving;
- (e) Student applies mathematical concepts including computation, measurement, estimation, and geometry;
- (f) Student collects, displays, and interprets data;
- (g) Student demonstrates use of monetary values in an economic system;
- (h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations;
- (i) Student creatively expresses ideas and feelings;
- (j) Student applies democratic principles in relationships with peers;
- (k) Student identifies contributions of diverse individuals, groups, and cultures;
- (l) Student demonstrates responsibility for personal belongings;
- (m) Student shows respect for the property and rights of others;
- (n) Student displays self-control and self-discipline;
- (o) Student accesses appropriate resources for learning in school, at home, and in the community;
- (p) Student participates in group activities cooperatively;
- (q) Student chooses appropriate processes and strategies to solve given problems; and
- (r) Student applies previously learned knowledge and concepts to new situations.

**Section 6. To determine whether students can accomplish the above, teachers shall:**

- (1) **Collect a variety of student work samples;**
- (2) **Complete observational checklists of academic, social, and developmental progress;**  
**and**
- (3) **Maintain anecdotal records.**

## **Steps in Verifying Successful Completion of the Primary Program**

*(The process described in this document is one method for determining successful completion of the primary program and meets the requirements in 703 KAR 4:040)*

### **Step 1**

Primary teachers complete an informal survey of the children in their classroom, using **teacher observations, anecdotal records, student products or performances, student self reflection documentation, journals, a variety of work samples, checklists of academic, social and developmental progress**, report cards, conferences, and other evaluation information that has been gathered over the year. [Bolded items are evidence required by 703 KAR 4:040 (2) and (6)]. It is suggested this informal survey take place during early spring.

### **Step 2**

Teachers should complete this process using the *Kentucky Primary Program Student Information Form* or an equivalent instrument developed by their school or district for **only** those students whose progress indicated that they may benefit from more or less time in the primary program.

### **Step 3**

Primary teachers meet in small groups with other primary teachers and fourth grade teachers to discuss information they have gathered about children who may benefit from more or less time in the primary program. Administrators, special education teachers, gifted education teachers, and/or other support personnel may also take part in these discussions.

### **Step 4**

Primary teachers and parents meet to discuss whether their child should continue in the primary program. The parent-teacher conferences should take **place at least 30 days before such a decision takes place** (e.g. before the beginning of the next school year). During these conferences, teachers and parents should focus on:

- what the child can do
- examples of the child's writing, completed projects, audio/video tapes, records of a student self-evaluation, logs of books read, and other samples of student work
- specific areas of accomplishment and or concern
- the Six Learning Goals and the Program of Studies for Primary
- Strategies the teacher is using and will use, and suggestions for what families can do at home to support their student

## **ASSUMPTIONS FOR VERIFYING SUCCESSFUL COMPLETION OF THE PRIMARY PROGRAM**

1. Decisions about when individual children should make the transition into fourth grade are made when parents, primary teachers and fourth grade teachers meet to discuss their expectations about what children should know and be able to do. Some students may need to spend less than four years in primary, and some students may need an additional year. **703 KAR 4:040 (1).**
2. Decisions about individual children who may benefit from more or less time in the primary program are made by the people who know those children the best: teachers, parents, administrators, and the children themselves based on the student's academic performance and progress toward the 6 Learning Goals and the primary exit expectations outlined in the Kentucky Program of Studies for primary students. A meeting that includes a parent must take place at least 30 days before such a decision takes effect as required by **703 KAR 4:040 (4).**
3. Administrators support parents, primary teachers and fourth grade teachers by providing them with time to meet and discuss how best to address the needs of individual children as they exit primary and enter 4<sup>th</sup> grade. **703 KAR 4:040 (3).**
4. Schools and districts explore and develop methods for verifying completion of the primary program that will provide their primary students with the best opportunities for growth and progress, within the guidelines established in **704 KAR 3:304** (Kentucky Program of Studies) and **703 KAR 4:040** (Interim Methods for Verifying Successful Completion of Primary). The process described in this document is one method for determining successful completion of the primary program.
5. The target performances identified in the ***Kentucky Primary Program Student Information Form*** are **not** used as an exhaustive checklist of what is expected of students in the primary program. Instead, the target performances are illustrations and examples of what students would know and be able to as they exit the primary program to enter 4<sup>th</sup> grade based on the required evidence in **703 KAR 4:040 (2) and (5)**, and the Program of Studies for primary students.

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**Kentucky Program of Studies & Successful Completion of Primary  
Primary Education Exit Level  
Experiences and Expectations for Students**

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**704 KAR 3:304 and 703 KAR 4:040**

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**Primary English/Language Arts**

Academic Expectations	Content/Process - Exit Level
<p style="text-align: center;">Reading (1.2) Arts and Humanities (2.24, 2.25)</p>	
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↓	<p style="text-align: center;"><i>Meaning of Text</i></p> <p>Read a variety of materials to accomplish authentic purposes, including reading for enjoyment, to locate information, and to complete tasks.</p>
↓	
<p>703 KAR 4:040 (5) (1) (a) Student expresses himself clearly and effectively in oral and written form. 703 KAR 4:040 (5) (1) (b) Student processes oral and written information as evidenced through listening and reading.</p>	<p style="text-align: center;"><i>Vocabulary</i></p> <p>Use word identification strategies, including prediction, context cues, and phonetic awareness, to read and understand unknown words.</p>
↓	
	<p style="text-align: center;"><i>Concepts of Print</i></p> <p>Make sense of reading materials through using word-by-word matching, punctuation, sentence structure, and the understanding that letters make words.</p>
↓	
	<p style="text-align: center;"><i>Word Patterns</i></p> <ul style="list-style-type: none"> <li>• Apply patterns to unknown words in context.</li> <li>• Apply syllabification (identifying or recognizing parts of a word) to unknown words in context.</li> </ul>
↓	
	<p style="text-align: center;"><i>Experience with Text</i></p> <p>Integrate prior knowledge and experiences with text to infer, predict, and conclude (additional supporting Academic Expectation 6.2).</p>
↓	
	<p style="text-align: center;"><i>Monitoring Strategies</i></p> <ul style="list-style-type: none"> <li>• Use monitoring strategies to confirm meaning in context.</li> <li>• Use monitoring strategies to self-correct when text does not make sense.</li> </ul>
↓	
	<p style="text-align: center;"><i>Re-telling</i></p> <p>Retell stories with the story elements of plot, setting, characters, and problem/solution.</p>
↓	
	<p style="text-align: center;"><i>Summarizing</i></p> <p>Summarize a variety of reading passages by selecting the main ideas and main events or points.</p>
↓	
	<p style="text-align: center;"><i>Text Structure</i></p> <p>Use text structure to interpret print and nonprint (e.g. signs, electronic media) materials for authentic purposes.</p>

Academic Expectations	Content/Process - Exit Level
<p>Writing (1.11)</p> <p>Arts and Humanities (2.22)</p> <p>↓</p> <p>↓</p> <p>703 KAR 4:040 (5) (1) (a) Student expresses himself clearly and effectively in oral and written form.</p> <p>↓</p> <p>↓</p> <p>↓</p> <p>↓</p>	<p><i>Idea Development</i></p> <p>Use appropriate details, examples, and explanations to meet needs of audiences for authentic purposes in a variety of forms.</p> <p><i>Structural Patterns</i></p> <p>Write pieces with introduction, body, and conclusion. Use appropriate formats and patterns for various genres.</p> <p><i>Sequencing</i></p> <p>Sequence ideas to support audience and purpose.</p> <p><i>Organization</i></p> <p>Use a variety of transitions and organizational signals (e.g., bullets, bold print, graphics, headings.)</p> <p><i>Correctness</i></p> <ul style="list-style-type: none"> <li>• Use correct and appropriate spelling, punctuation, grammar, and capitalization in legible final drafts.</li> <li>• Use tools (e.g., dictionary, thesaurus, writing resource book, technology) to edit their own writing for correctness.</li> </ul> <p><i>Responses</i></p> <ul style="list-style-type: none"> <li>• Demonstrate independent and critical thinking in writing-to-learn situations such as journals and graphic organizers and writing-to-demonstrate learning situations such as graphic organizers and open-response questions.</li> <li>• Produce a variety of written responses, some of which reflect on self as reader and writer.</li> </ul>

Academic Expectations	Content/Process - Exit Level
<p>Speaking/Listening/Observing (1.3, 1.4, 1.12)</p> <p>↓</p> <p>↓</p> <p>703 KAR 4:040 (5) (1) (a) Student expresses himself clearly and effectively in oral and written form.</p> <p>703 KAR 4:040 (5) (1) (b) Student processes oral and written information as evidenced through listening and reading</p> <p>703 KAR 4:040 (5) (1) (c) Student demonstrates confidence in his ability to communicate;</p> <p>↓</p>	<p><i>Listening</i></p> <p>Apply listening, speaking, and observing skills for a variety of purposes.</p> <p><i>Observing</i></p> <p>Construct meaning from observing nonverbal cues.</p> <p><i>Speaking</i></p> <p>Present information using appropriate delivery techniques (e.g., rate, tone, volume).</p> <p><i>Responses</i></p> <p>Apply speaking-to-learn (e.g., think-aloud, questioning) and speaking-to-demonstrate-learning (instructional conversations, cooperative groups) strategies to internalize understanding and to respond to others (additional supporting Academic Expectation 6.3).</p>

Academic Expectations	Content/Process - Exit Level
<p>Inquiry (1.1)</p> <p>703 KAR 4:040 (5) (1) (o) Student accesses appropriate resources for learning in school, at home, and in the community.</p> <p>↓</p>	<p><i>Pose Questions</i></p> <p>Pose questions to obtain ideas and information for authentic purposes.</p> <p><i>Research Tools</i></p> <p>Use appropriate research tools to locate information and ideas for authentic tasks.</p>

Academic Expectations	Content/Process - Exit Level
Technology as Communication (1.16)	<i>Access Information</i>
703 KAR 4:040 (5) (1) (o) Student accesses appropriate resources for learning in school, at home, and in the community.	Explore and use technology to access ideas and information for authentic tasks.
703 KAR 4:040 (5) (1) (q) Student chooses appropriate processes and strategies to solve given problems.	
↓	<i>Communication</i>
	Explore and use technology as a means of communication.



## Primary Mathematics

Academic Expectations	Content/Process - Exit Level
<p>Numbers, Integers &amp; Place Value (2.7, 2.8, 2.12) 703 KAR 4:040 (5) (1) (e) Student applies mathematical concepts including computation, measurement, estimation, and geometry</p> <p>Fractions &amp; Decimals (2.7, 2.8, 2.12) 703 KAR 4:040 (5) (1) (e) Student applies mathematical concepts including computation, measurement, estimation, and geometry. 703 KAR 4:040 (5) (1) (g) Student demonstrates use of monetary values in an economic system.</p> <p>Number Computation (2.7, 2.8, 2.12) 703 KAR 4:040 (5) (1) (e) Student applies mathematical concepts including computation, measurement, estimation, and geometry. 703 KAR 4:040 (5) (1) (g) Student demonstrates use of monetary values in an economic system.</p> <p>Number Computation - Geometry (2.8, 2.9, 2.12) 703 KAR 4:040 (5) (1) (e) Student applies mathematical concepts including computation, measurement, estimation, and geometry. 703 KAR 4:040 (5) (1) (f) Student collects, displays, and interprets data.</p> <p>Measurement (2.8, 2.10, 2.12) 703 KAR 4:040 (5) (1) (g) Student demonstrates use of monetary values in an economic system.</p> <p>Probability and Statistics (2.8, 2.12, 2.13) 703 KAR 4:040 (5) (1) (f) Student collects, displays, and interprets data. 703 KAR 4:040 (5) (1)(h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations</p> <p>Algebraic Ideas (2.8, 2.11, 2.12) 703 KAR 4:040 (5) (1) (d) Student applies mathematical procedures to problem-solving; 703 KAR 4:040 (5) (1) (e) Student applies mathematical concepts including computation, measurement, estimation, and geometry;</p>	<p><i>Problem Solving/Communication/Connections/Reasoning</i></p> <ul style="list-style-type: none"> <li>Read, write, and model whole numbers, 0-10,000, developing place value for ten thousands.</li> <li>Order and compare numbers from 1-10,000.</li> <li>Understand the relative magnitude of whole numbers from 0-10,000.</li> <li>Explore appropriate estimation procedures.</li> </ul> <p>Expand fraction concepts (e.g., whole to part, part to whole). Use decimals to represent money.</p> <ul style="list-style-type: none"> <li>Solve multi-digit addition and subtraction problems that contain numerals and symbols.</li> <li>Develop factor-factor-product using manipulatives.</li> <li>Add common fractions with like denominators using manipulatives.</li> <li>Add and subtract decimals using money.</li> <li>Identify, describe, model, draw, and classify/sort two-and three-dimensional objects using properties.</li> <li>Identify and describe congruent and symmetrical two-dimensional figures.</li> <li>Identify and draw representations of line segments.</li> <li>Determine equivalent customary measurements.</li> <li>Make change up to a dollar.</li> <li>Tell time to the nearest minute and determine elapsed time.</li> <li>Find perimeter and explore area of rectangles with manipulatives.</li> <li>Pose questions; collect, organize, and display data.</li> <li>Draw simple conclusions based on student investigations.</li> <li>Display data using line plots.</li> <li>Explore basic concepts of probability through simple experiments.</li> <li>Solve function machine tasks.</li> <li>Solve for unknowns and open sentences.</li> <li>Recognize, extend, and explain rules for a number pattern.</li> </ul>

## Primary Science

Academic Expectations	Content /Process - Exit Level
Scientific Inquiry - Scientific Ways of Thinking and Working (2.1) 703 KAR 4:040 (5) (1) (h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations	<ul style="list-style-type: none"><li>• Ask simple scientific questions that can be answered through observation.</li><li>• Use simple equipment, tools, skills, technology, and mathematics in scientific investigations.</li><li>• Use evidence from simple scientific investigations and scientific knowledge to develop reasonable explanations.</li><li>• Design and conduct different kinds of simple scientific experiments</li><li>• Communicate designs, procedures, and results of scientific investigations.</li><li>• Question scientific investigations and explanations of other students.</li></ul>
Conceptual Understandings - Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.2 - 2.6) 703 KAR 4:040 (5) (1)(e) Student applies mathematical concepts including computation, measurement, estimation, and geometry; 703 KAR 4:040 (5) (1)(f) Student collects, displays, and interprets data; 703 KAR 4:040 (5) (1)(p) Student participates in group activities cooperatively;703 KAR 4:040 (5) (1)(q) Student chooses appropriate processes and strategies to solve given problems; and  703 KAR 4:040 (5) (1)(r) Student applies previously learned knowledge and concepts to new situations.	<p><i>Physical Science</i> <i>Properties of Objects and Materials</i> Materials can exist in different states and some common materials (e.g. water) can change states.</p> <p><i>Position and Motion of Objects</i> The positions and motion of an object can be changed by pushing or pulling.</p> <p><i>Light, Heat, Electricity, and Magnetism</i><ul style="list-style-type: none"><li>• Electrical currents move through electrical circuits.</li><li>• Electricity in circuits can produce light.</li></ul></p> <p><i>Earth/Space Science</i> <i>Properties of Earth Materials</i> Fossils provide evidence about organisms that lived long ago.</p> <p><i>Objects in the Sky</i> Common objects in the sky (e.g. stars, clouds, airplanes) have properties, locations, and movements that can be observed and described.</p> <p><i>Changes in the Earth and Sky</i> Weather changes from day to day and over the seasons.</p> <p><i>Life Science</i> <i>Characteristics of Organisms</i> Organisms have different structures to serve different functions. These structures are used to sort organisms into groups.</p> <p><i>Life Cycles of Organisms</i> Organisms have life cycles that are different for different organisms.</p> <p><i>Organisms and their Environments</i> All animals depend on plants for food.</p> <p><i>Organisms and their Environments</i></p>
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Applications/Connections Patterns, Systems, Scale and Models, Constancy, and Change Over Time (2.2 - 2.6) 703 KAR 4:040 (5) (1)(f) Student collects, displays, and interprets data; 703 KAR 4:040 (5) (1)(r) Student applies previously learned knowledge and concepts to new situations.	<p><b>Students will:</b> Demonstrate how the study of science (e.g. ecology, chemistry) helps explain changes in environments (e.g., pollution).</p>

## Primary Social Studies

Academic Expectations	Content/Process - Exit Level
<p>Historical Perspective (2.20)</p> <p>703 KAR 4:040 (5) (1)a) Student expresses himself clearly and effectively in oral and written form.</p> <p>703 KAR 4:040 (5) (1) (b) student processes oral and written information as evidenced through listening and reading.</p> <p>703 KAR 4:040 (5) (1)(c) Student demonstrates confidence in his ability to communicate.</p> <p>703 KAR 4:040 (5) (1) (k) Student identifies contributions of diverse individuals, groups, and cultures.</p> <p>703 KAR 4:040 (5) (1)(o) Student accesses appropriate resources for learning in school, at home, and in the community.</p>	<ul style="list-style-type: none"> <li>• Describe and illustrate historical concepts or events through symbols, slogans, songs, poems, and passages.</li> <li>• Understand simple historical time lines, and use primary and secondary sources and artifacts to examine the past.</li> </ul>
<p>Geography (2.19)</p> <p>703 KAR 4:040 (5) (f) Student collects, displays, and interprets data.</p> <p>703 KAR 4:040 (5) (r) Student applies previously learned knowledge and concepts to new situations.</p>	<ul style="list-style-type: none"> <li>• Recognize that people depend on, adapt to, and modify the environment to meet basic needs.</li> <li>• Recognize factors that influence human movement and settlement.</li> </ul>
<p>Economics (2.18)</p> <p>703 KAR 4:040 (5) (1) (g) Student demonstrates use of monetary values in an economic system.</p> <p>703 KAR 4:040 (5) (1) (h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations.</p>	<ul style="list-style-type: none"> <li>• Recognize skills used in the decision-making process in order to make informed economic decisions.</li> <li>• Explore the world of work and recognize relationships among work, wages, purchasing power, and lifestyle.</li> </ul>
<p>Government and Civics (2.14 &amp; 2.15)</p> <p>703 KAR 4:040 (5) (1) (j) Student applies democratic principles in relationships with peers.</p> <p>703 KAR 4:040 (5) (1) (l) Student demonstrates responsibility for personal belongings.</p> <p>703 KAR 4:040 (5) (1) (m) Student shows respect for the property and rights of others.</p>	<ul style="list-style-type: none"> <li>• Understand and begin to apply rights and responsibilities in relation to the community.</li> <li>• Begin to understand the basic purpose of government and how citizen participation can affect government.</li> </ul>
<p>Culture and Society (2.16 &amp; 2.17)</p> <p>703 KAR 4:040 (5) (1) (k) Student identifies contributions of diverse individuals, groups, and cultures.</p> <p>703 KAR 4:040 (5) (1) (m) Student shows respect for the property and rights of others.</p>	<ul style="list-style-type: none"> <li>• Examine concepts of stereotyping, prejudice, and discrimination.</li> <li>• Recognize the roles individuals have in various groups</li> </ul>

## Primary Arts and Humanities

### Primary Dance

Academic Expectations	Content/Process - Exit Level
Elements of Dance (1.15, 2.22 - 2.26) 703 KAR 4:040 (5) (1) (c) Student demonstrates confidence in his ability to communicate. 703 KAR 4:040 (5) (1) (i) Student creatively expresses ideas and feelings. 703 KAR 4:040 (5) (1) (p) Student participates in group activities cooperatively.	Identify and express the elements of dance in a pattern of movement.
Dance Movements and Forms (1.15, 2.22 - 2.26) 703 KAR 4:040 (5) (1)(h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations;	Identify and use locomotor and nonlocomotor movements in simple patterns.
Historical and Cultural Context (1.15, 2.22 - 2.26) 703 KAR 4:040 (5) (1) (k) Student identifies contributions of diverse individuals, groups, and cultures.	Associate dances with specific cultures, purposes, and styles.

### Primary Visual Arts

Academic Expectations	Content/Process - Exit Level
Elements of Art and Principles of Design (1.13, 2.22 - 2.26) 703 KAR 4:040 (5) (1) (c) Student demonstrates confidence in his ability to communicate. 703 KAR 4:040 (5) (1) (i) Student creatively expresses ideas and feelings.	Identify and use the elements of art and principles of design.
Processes and Media (1.13, 2.22 - 2.26) 703 KAR 4:040 (5) (1)(h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations;	Identify and use a variety of media and processes.
Historical and Cultural Context (1.15, 2.22 - 2.26) 703 KAR 4:040 (5) (1) (k) Student identifies contributions of diverse individuals, groups, and cultures.	Identify works of art from particular cultures, periods, and styles.

### Primary Music

Academic Expectations	Content/Process - Exit Level
Elements of Music (1.14, 2.22 - 2.26) 703 KAR 4:040 (5) (1) (c) Student demonstrates confidence in his ability to communicate. 703 KAR 4:040 (5) (1) (i) Student creatively expresses ideas and feelings.	<ul style="list-style-type: none"> <li>Identify and discuss the elements of music.</li> <li>Interpret and use terminology, notation, and symbols within the elements of music.</li> </ul>
Historical and Cultural Context (1.14, 2.25, 2.26) 703 KAR 4:040 (5) (1) (k) Student identifies contributions of diverse individuals, groups, and cultures.	Identify music from diverse cultures, periods, and styles.

## Primary Theatre (Drama)

Academic Expectations	Content/Process - Exit Level
<p>Elements of Drama (2.22 - 2.26)</p> <p>703 KAR 4:040 (5) (1) (c) Student demonstrates confidence in his ability to communicate.</p> <p>703 KAR 4:040 (5) (1) (i) Student creatively expresses ideas and feelings.</p> <p>703 KAR 4:040 (5) (1) (p) Student participates in group activities cooperatively.</p>	<p>Identify and use elements of drama in dramatic works.</p>
<p>Historical and Cultural Context (2.22 - 2.26)</p> <p>703 KAR 4:040 (5) (1) (k) Student identifies contributions of diverse individuals, groups, and cultures.</p>	<p>Develop an awareness that different cultures, periods, and styles influence dramatic works.</p>

## Primary Health Education

Academic Expectations	Content/Process - Exit Level
<p>Individual Well-Being (2.29)            703 KAR 4:040 (5) (1) (j) Student applies democratic principles in relationships with peers.            703 KAR 4:040 (5) (1) (n) Student displays self-control and self-discipline.            703 KAR 4:040 (5) (1) (p) Student participates in group activities cooperatively.</p>	<ul style="list-style-type: none"> <li>• Become aware of the role rules play in the effective functioning of groups.</li> <li>• Recognize that growth and development are unique to each individual.</li> <li>• Become aware of conflict resolution and communication strategies.</li> </ul>
<p>Consumer Decisions (2.30)            703 KAR 4:040 (5) (1) (o) Student accesses appropriate resources for learning in school, at home, and in the community.</p>	<ul style="list-style-type: none"> <li>• Explain where products and services are available in the community.</li> <li>• Recognize misleading media and advertising techniques.</li> </ul>
<p>Personal Wellness -            Safety Rules and Procedures (2.31)            703 KAR 4:040 (5) (1) (h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations.</p>	<ul style="list-style-type: none"> <li>• Practice good habits of personal grooming and cleanliness.</li> <li>• Describe the importance of regular visits to health care professionals.</li> </ul>
<p>Personal Wellness -            Nutrition (2.31)            703 KAR 4:040 (5) (1) (h) Student demonstrates appropriate and relevant investigation skills to solve specific problems in real life situations.</p>	<ul style="list-style-type: none"> <li>• Describe food guide pyramid and understand its significance.</li> <li>• Determine the impact of diet on growth and development.</li> </ul>
<p>Mental Wellness (2.32)            703 KAR 4:040 (5) (1) (j) Student applies democratic principles in relationships with peers.            703 KAR 4:040 (5) (1) (m) Student shows respect for the property and rights of others.            703 KAR 4:040 (5) (1) (n) Student displays self-control and self-discipline.</p>	<ul style="list-style-type: none"> <li>• Demonstrate respect for others.</li> <li>• Identify purposes and proper use of medications.</li> <li>• Describe risks associated with the use of non-medicinal drugs.</li> </ul>
<p>Community Resources (2.35)            703 KAR 4:040 (5) (1) (o) Student accesses appropriate resources for learning in school, at home, and in the community.</p>	<ul style="list-style-type: none"> <li>• Describe community activities (e.g., recycling, litter control) that promote healthy environments..</li> <li>• Identify health providers and the services they provide in the community.</li> </ul>

## Primary Physical Education

Academic Expectations	Content/Process - Exit Level
<p>Personal Wellness (2.31)</p> <p style="text-align: center;">Psychomotor (2.34)</p> <p>703 KAR 4:040 (5) (1) (j) Student applies democratic principles in relationships with peers.</p> <p>703 KAR 4:040 (5) (1) (m) Student shows respect for the property and rights of others.</p> <p>703 KAR 4:040 (5) (1) (n) Student displays self-control and self-discipline.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p> <p>Lifetime Activity (2.35)</p> <p>703 KAR 4:040 (5) (1) (n) Student displays self-control and self-discipline.</p> <p>703 KAR 4:040 (5) (1) (p) Student participates in group activities cooperatively</p>	<p>Perform various stretching, strengthening, and cardio-respiratory exercises and describe their benefits.</p> <p style="text-align: center;"><i>Locomotor and Nonlocomotor</i></p> <ul style="list-style-type: none"> <li>• Demonstrate combination movements (e.g., hop and skip, gallop and leap) in playing games or creative play.</li> <li>• Perform smooth, varied speed, stop and go, and directional change in locomotor movements.</li> </ul> <p style="text-align: center;"><i>Manipulative Skills</i></p> <p>Develop fundamental skills of throwing, catching, kicking, and striking while developing motor skills (e.g., dribble and shoot relay) for use in games and other activities that lead to more complex games and sports, (e.g., basketball).</p> <p style="text-align: center;"><i>Movement Concepts</i></p> <ul style="list-style-type: none"> <li>• Use movement patterns to demonstrate concepts of space and effort in relation to locomotor skills.</li> <li>• Perform right and left movements.</li> <li>• Demonstrate balance skills.</li> <li>• Demonstrate practice techniques and use feedback to improve skills.</li> <li>• Demonstrate cooperation with partners, small groups, or large groups by following rules and practicing fair play.</li> </ul>

**Kentucky Primary Program Student Information Form**

(Successful completion must be defined in terms of student achievement of the goals set forth in KRS 158.6451 - The Six Goals for Students.)

Student Name \_\_\_\_\_

Teacher (s) \_\_\_\_\_

Date \_\_\_\_\_

**Goal I:** Use basic communication and math skills for purpose and situations they will encounter throughout their lives.

**Does the student:**

- Express him or her self clearly and effectively in oral and written form?
- Understand oral and written information through listening and reading?
- Demonstrate confidence in his or her ability to communicate?
- Apply mathematical procedures to problem solving?

**Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- ⇒ effectively verbalize opinions, ideas, and feelings
- ⇒ write for a variety of purposes
- ⇒ edit drafts to a point where others can understand them
- ⇒ communicate what has been read through discussions, projects, writing, and speaking
- ⇒ read a variety of materials for a variety of purposes
- ⇒ use a variety of comprehension and word recognition strategies while reading
- ⇒ choose appropriate resources (e.g. pleasure books, informational materials, reference materials) to address specific needs
- ⇒ use appropriate mathematical terminology
- ⇒ use computation strategies to solve real-life situations
- ⇒ use addition, subtraction, and multiplication to solve problems
- ⇒ provide reasonable explanations for solutions and strategies

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:



**Goal 2: Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, and practical living studies to situations they will encounter in life.**

**Does the student:**

- apply mathematical concepts including computation, measurement, estimation and geometry
- collect, display, and interpret data
- demonstrate use of monetary values in an economic system
- solve problems using appropriate investigation skills
- creatively express ideas and feelings
- apply democratic principles in relationships with peers
- identify contributions of diverse individuals, groups, and cultures

**Examples of Target Performances That Support Student Success in Fourth Grade**

- ⇒ use geometric shapes to sort and classify; create patterns; construct models; and to connect these to real-life situations
- ⇒ make and use measurements in real-life situations
- ⇒ develop strategies for estimation
- ⇒ collect, organize, and analyze information or objects
- ⇒ conduct a simple experiment
- ⇒ draw conclusions, make predictions, and verbally describe information displayed on graphs, charts, and tables
- ⇒ experiment with various solutions to problems and defend the solution he or she has chosen
- ⇒ communicate observations and data using graphic illustrations and models
- ⇒ communicate through visual arts, music, or movement
- ⇒ participate in establishing and maintaining classroom rules which demonstrate democratic principle
- ⇒ accept others and their differences

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:

**Goal 3: Becomes a self-sufficient individual**

Does the student:

- demonstrate responsibility for personal belongings
- show respect for the property and rights of others
- display self-control and self-discipline
- access appropriate resources for learning in school, at home, and in the community

**Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- ⇒ attempt new tasks or challenges with confidence
- ⇒ initiate and carry through on appropriate projects
- ⇒ express ideas, opinions and feelings in appropriate ways with a variety of people
- ⇒ understand the consequences of different behaviors and emotions
- ⇒ choose appropriate behaviors in a variety of situations
- ⇒ use informational materials (e.g., dictionaries, telephone books, etc.)
- ⇒ find and appropriately benefit from people with different kinds of expertise

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:

**Goal 4: Becomes responsible member of a family, work group, or community**

Does the student:

- participate in group activities cooperatively

**Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- ⇒ seek and demonstrate appropriate resolutions to conflict
- ⇒ listen and take turns speaking
- ⇒ use effective team skills to complete a group task
- ⇒ analyze the effects of beliefs and feelings on group effectiveness
- ⇒ share tools and work cooperatively on a task
- ⇒ demonstrate concern for and respond to needs of individuals, family, and/or group
- ⇒ recognize and respect individual differences

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:

**Goal 5: Think and solve problems in school situations and a variety of situations they will encounter in life**

**Does the student:**

- choose appropriate processes and strategies to solve given problems?

**Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- ⇒ form and defend opinions based on multiple sources of information
- ⇒ define a problem, gather information, and generate alternative solutions
- ⇒ examine cause and effect, analogies, and other kinds of relationships
- ⇒ effectively use questions to gather information
- ⇒ analyze relationships to form analogies
- ⇒ generate a variety of ideas
- ⇒ organize, analyze, and apply information in making decisions and solving problems

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:

**Goal 6: Connect and integrate the knowledge they have learned in school into their own lives**

**Does the student:**

- apply previously learned knowledge and concepts to new situations?

**Examples of Target Performances that Support Student Success in Fourth Grade**

The student is developing and demonstrating the ability to:

- ⇒ use prior experience to understand new information
- ⇒ compare and analyze relationships between objects, ideas, and/or actions
- ⇒ analyze information or situations and develop generalizations

Evidence from teacher records, including student work samples, anecdotal records, observational checklist, student self-reflections, and other sources [703 KAR 0:040 (2)]:

## Staff Summary

Directions: please answer the following questions based on evidence gathered for Learning Goals 1 through 6 (KRS 158.6451):

- Will this student benefit from more time in the primary program or should he or she make the transition into the fourth grade?
- How can the family and teachers work together to support this child?
- What kinds of instruction will help this child for the remainder of the year?
- What kinds of instruction will help this child next year?

Comments:

\_\_\_\_\_  
Staff Member

\_\_\_\_\_  
Staff Member

\_\_\_\_\_  
Staff Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Family Conference Summary

Directions: please answer the following questions based on evidence gathered for Learning Goals 1 through 6 (KRS 158.6451):

- Will this student benefit from more time in the primary program or should he or she make the transition into the fourth grade?
- How can the family and teachers work together to support this child?
- What kinds of instruction will help this child for the remainder of the year?
- What kinds of instruction will help this child next year?

Comments:

\_\_\_\_\_  
Staff Member

\_\_\_\_\_  
Staff Member

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Staff Member

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Family Member

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Date

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